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Visual and Performing Arts Content Standards





Visual and Performing Arts Content Standards

For the first time in the history of California public schools, the content of the visual and performing arts curriculum for each grade level has been officially adopted by the California State Board of Education (see the *Visual and Performing Arts Content Standards for California Public Schools*).¹ These content standards provide guidance to schools as they determine the curricula and desired outcomes for students, ensuring sequential building and expanding of knowledge and skills as the students advance through the grades. Together, teachers and curriculum developers decide on what will best support attainment of the content standards, what the desired outcomes will be, and how students can demonstrate what they know and can do.

Standards-based instruction in dance, music, theatre, and the visual arts is designed to ensure that students reach the proficient level of achievement in each of the five strands of the content standards: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships, and applications. The content standards establish the basis for curriculum development and professional development for those involved in visual and performing arts programs. Classroom teachers, arts teacher specialists, teaching artists, visiting artists, parents, and community members may be involved in teaching the arts in the schools. Therefore, it is extremely important to have agreed-upon written expectations for student learning at each grade level.

Format of the Content Standards

The content standards are presented in this framework in charts designed for use by administrators, teachers, curriculum planners, and parents. At a glance one can see the standards for each of the arts disciplines at a given grade level according to strand and learn what needs to be accomplished at each level.

For grades nine through twelve, the proficient and advanced levels are shown side by side for each strand in each arts discipline. The term *proficient*

¹ *Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve*. Sacramento: California Department of Education, 2001.

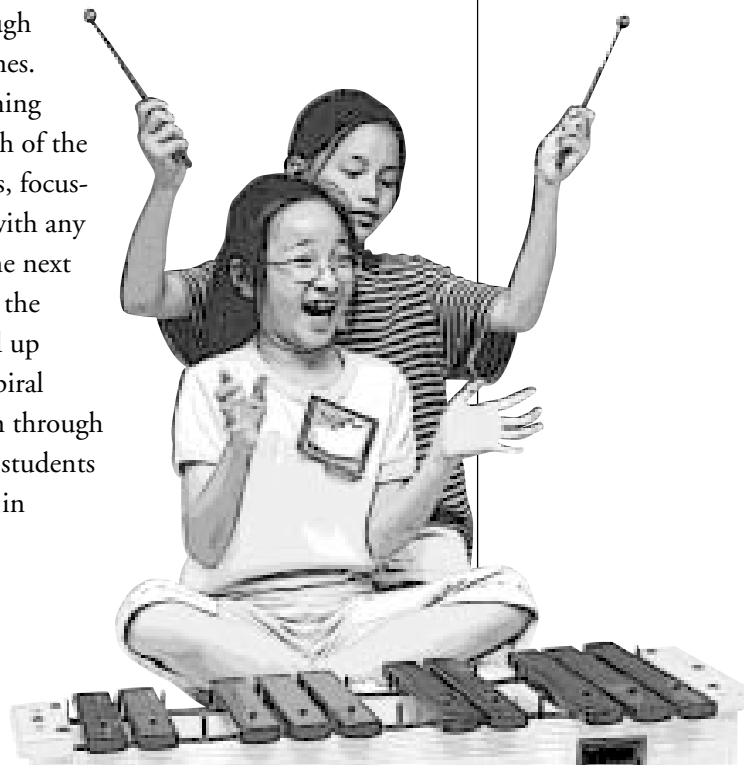
refers to what students should know and be able to do on completion of a one-year course in one of the arts disciplines. The expectation is based on the accomplishment of students who participated in an arts education program from kindergarten through grade eight.

Many students elect to take additional high school arts courses to achieve the advanced level of achievement. The term *advanced* means that students have completed more than one course in a given arts discipline. That level can be attained at the end of a second year of high school study in an arts discipline after the proficient or beginning-level course has been completed. What is taught at the proficient level and how the advanced-level content builds on that knowledge and skill become evident on the charts.

When reading the standards at a particular grade level, one must know which standards were accomplished in all the previous grade levels to understand how expectations are based on prior learning. In addition, an examination of the standards for any of the art forms at a given grade level reveals overlaps and points of connection across the strands because the strands and the visual and performing arts content standards are intrinsically related.

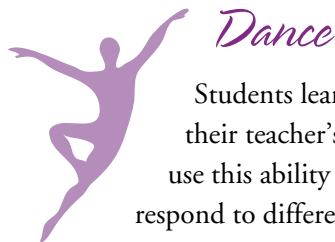
Key Content Standards

Each arts discipline and artistic process has many entry points throughout the grades. Because particular ideas, concepts, and experiences are critical to student achievement at certain times in their artistic and cognitive development, the standards provide students with a picture of what is essential to know and be able to do, kindergarten through grade eight, in each of the four arts disciplines. The key content standards provide a beginning point for standards-based instruction in each of the elementary school and middle school grades, focusing on fundamental content that students with any level of prior knowledge need to move to the next level of understanding and expression. Like the complete standards, the key standards build up content in each successive grade level and spiral throughout the curriculum for kindergarten through grade eight. They are essential in preparing students for beginning-level high school arts courses in which they engage in more focused and independent work.



Kindergarten

Kindergarten students dance, sing, act, and paint, exploring their world through their senses and improving their perceptual skills, so important to learning and performing in the arts. They can act like cats; move to music, rhythm, and sounds; and turn everyday movements such as walking and jumping into dance. Listening to music, they repeat the tempo with rhythm sticks and pretend and act out the stories they hear and the pictures they see by performing group pantomimes and improvisations. They like to talk about what they see in pictures and use glue and scissors with enthusiasm while learning about line, color, shape, texture, value, and space in the world around them and in works of art. While learning vocabulary in each of the arts disciplines, they see, listen, and respond to dance, music, theatre, and the visual arts from various cultures and time periods. For kindergarten students the arts are among their first exciting adventures in learning. They are beginning to develop the vocabulary and skills unique to the arts.



Dance

Students learn many ways to move through space and respond to their teacher's instructions to hop, turn, wiggle, or be still. They use this ability to control their movements, express ideas, and respond to different types of music. By learning folk and traditional dances, they can talk about how the dances are the same or different by using such terms as *costume*, *speed*, and *force*. They also learn to distinguish between everyday movements and dance movements.

Music



In music students sing and play instruments, become aware of music in their daily experience, and learn about music from various cultures. Creating movements in response to music helps them connect to dance and discern variations in rhythm, tempo, and dynamics.



Theatre

In theatre students learn the difference between an actor portraying an imaginary character and a real person. Like actors, they begin to use their senses to observe the world and people and re-create in their minds a feeling or situation to help with character development. They learn that sense memory, which involves sight, smell, touch, taste, or hearing, is an important skill for actors to develop. With their newly acquired skills, they can retell a familiar story, myth, or fable and enjoy adding costumes and props to their performance. By portraying firefighters, teachers, and clerks, they learn acting skills. And by developing important skills through working together in dramatizations, they begin to understand what it means to be a member of the audience.

Visual Arts







In the visual arts students may walk together and observe the repeated patterns made by the leaves on a tree or the bricks on the side of a building. They also may identify lines, colors, shapes and forms, and textures and observe changes in the shadows and in sunlight. And they may begin to talk about perspective, noticing how objects appear to be larger when close and smaller when far away. Students use this visual information to create works of art on paper and in three-dimensional constructions, using geometric shapes and lines that express feelings. Then they advance into analysis as they discover meaning and stories in works of art and see how other artists use the same lines, colors, shapes, and textures as the students did in their own work. Now they have a vocabulary to use as they tell why they like a work of art they made and learn about a variety of artwork in the world around them.

Kindergarten



Key Content Standards Kindergarten

Dance	Music	Theatre	Visual Arts
 <p>1.2 <i>(Artistic Perception)</i> Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).</p> <p>1.3 <i>(Artistic Perception)</i> Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).</p> <p>2.1 <i>(Creative Expression)</i> Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).</p> <p>4.1 <i>(Aesthetic Valuing)</i> Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).</p>	 <p>1.2 <i>(Artistic Perception)</i> Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).</p> <p>2.2 <i>(Creative Expression)</i> Sing age-appropriate songs from memory.</p> <p>2.3 <i>(Creative Expression)</i> Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.</p>	 <p>1.1 <i>(Artistic Perception)</i> Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience to describe theatrical experiences.</p> <p>2.2 <i>(Creative Expression)</i> Perform group pantomimes and improvisations to retell familiar stories.</p> <p>3.1 <i>(Historical and Cultural Context)</i> Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.</p>	 <p>1.3 <i>(Artistic Perception)</i> Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.</p> <p>4.2 <i>(Aesthetic Valuing)</i> Describe what is seen (including both literal and expressive content) in selected works of art.</p>

Kindergarten Content Standards

Component Strand: 1.0 Artistic Perception

Dance Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance	Music Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music	Theatre Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre	Visual Arts Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts
<p>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.</p> <p><i>Development of Motor Skills and Technical Expertise</i></p> <p>1.1 Build the range and capacity to move in a variety of ways.</p> <p>1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).</p> <p><i>Comprehension and Analysis of Dance Elements</i></p> <p>1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).</p> <p><i>Development of Dance Vocabulary</i></p> <p>1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).</p>	<p>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</p> <p><i>Read and Notate Music</i></p> <p>1.1 Use icons or invented symbols to represent beat.</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.2 Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).</p>	<p>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p> <p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1 Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences.</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Identify differences between real people and imaginary characters.</p>	<p>Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p> <p><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Recognize and describe simple patterns found in the environment and works of art.</p> <p>1.2 Name art materials (e.g., clay, paint, and crayons) introduced in lessons.</p> <p><i>Analyze Art Elements and Principles of Design</i></p> <p>1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.</p>


Kindergarten Content Standards

Component Strand: 2.0 Creative Expression

Dance Creating, Performing, and Participating in Dance	Music Creating, Performing, and Participating in Music	Theatre Creating, Performing, and Participating in Theatre	Visual Arts Creating, Performing, and Participating in the Visual Arts
<p>Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.</p> <p><i>Creation/Invention of Dance Movements</i></p> <p>2.1 Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).</p> <p>2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.</p> <p>2.3 Respond spontaneously to different types of music, rhythms, and sounds.</p>	<p>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p> <p><i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Use the singing voice to echo short, melodic patterns.</p> <p>2.2 Sing age-appropriate songs from memory.</p> <p>2.3 Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.4 Create accompaniments, using the voice or a variety of classroom instruments.</p>	<p>Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.</p> <p><i>Development of Theatrical Skills</i></p> <p>2.1 Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors).</p> <p><i>Creation/Invention in Theatre</i></p> <p>2.2 Perform group pantomimes and improvisations to retell familiar stories.</p> <p>2.3 Use costumes and props in role playing.</p>	<p>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p> <p><i>Skills, Processes, Materials, and Tools</i></p> <p>2.1 Use lines, shapes/forms, and colors to make patterns.</p> <p>2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.</p> <p>2.3 Make a collage with cut or torn paper shapes/forms.</p> <p><i>Communication and Expression Through Original Works of Art</i></p> <p>2.4 Paint pictures expressing ideas about family and neighborhood.</p> <p>2.5 Use lines in drawings and paintings to express feelings.</p> <p>2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art.</p> <p>2.7 Create a three-dimensional form, such as a real or imaginary animal.</p>

Kindergarten Content Standards

Component Strand: 3.0 Historical and Cultural Context

Dance Understanding the Historical Contributions and Cultural Dimensions of Dance	Music Understanding the Historical Contributions and Cultural Dimensions of Music	Theatre Understanding the Historical Contributions and Cultural Dimensions of Theatre	Visual Arts Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
<p>Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.</p> <p><i>Development of Dance</i></p> <p>3.1 Name and perform folk/traditional dances from the United States and other countries.</p>	<p>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p> <p><i>Role of Music</i></p> <p>3.1 Identify the various uses of music in daily experiences.</p> <p><i>Diversity of Music</i></p> <p>3.2 Sing and play simple singing games from various cultures.</p> <p>3.3 Use a personal vocabulary to describe voices and instruments from diverse cultures.</p> <p>3.4 Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody).</p> 	<p>Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p> <p><i>Role and Cultural Significance of Theatre</i></p> <p>3.1 Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.</p> <p>3.2 Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.</p>	<p>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p> <p><i>Role and Development of the Visual Arts</i></p> <p>3.1 Describe functional and nonutilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.</p> <p>3.2 Identify and describe works of art that show people doing things together.</p> <p><i>Diversity of the Visual Arts</i></p> <p>3.3 Look at and discuss works of art from a variety of times and places.</p>

Kindergarten Content Standards

Component Strand: 4.0 Aesthetic Valuing

Dance Responding to, Analyzing, and Making Judgments About Works of Dance	Music Responding to, Analyzing, and Making Judgments About Works of Music	Theatre Responding to, Analyzing, and Critiquing Theatrical Experiences	Visual Arts Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
<p>Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.</p> <p><i>Description, Analysis, and Criticism of Dance</i></p> <p>4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).</p>	<p>Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.</p> <p><i>Derive Meaning</i></p> <p>4.1 Create movements that correspond to specific music.</p> <p>4.2 Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).</p>	<p>Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.</p> <p><i>Critical Assessment of Theatre</i></p> <p>4.1 Respond appropriately to a theatrical experience as an audience member.</p> <p><i>Derivation of Meaning from Works of Theatre</i></p> <p>4.2 Compare a real story with a fantasy story.</p>	<p>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p> <p><i>Derive Meaning</i></p> <p>4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).</p> <p>4.2 Describe what is seen (including both literal and expressive content) in selected works of art.</p> <p><i>Make Informed Judgments</i></p> <p>4.3 Discuss how and why they made a specific work of art.</p> <p>4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary.</p>

Kindergarten Content Standards

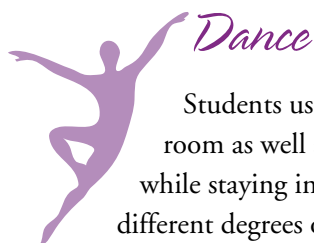
Component Strand: 5.0 *Connections, Relationships, Applications*

Dance Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers	Music Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers	Theatre Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers	Visual Arts Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers
<p>Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.</p> <p><i>Connections and Applications Across Disciplines</i></p> <p>5.1 Give examples of the relationship between everyday movement in school and dance movement.</p>	<p>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p><i>Connections and Applications</i></p> <p>5.1 Use music, together with dance, theatre, and the visual arts, for storytelling.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Identify and talk about the reasons artists have for creating dances, music, theatre pieces, and works of visual art.</p>	<p>Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p> <p><i>Connections and Applications</i></p> <p>5.1 Dramatize information from other content areas. Use movement and voice, for example, to reinforce vocabulary, such as <i>fast, slow, in, on, through, over, under</i>.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.</p>	<p>Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p> <p><i>Connections and Applications</i></p> <p>5.1 Draw geometric shapes/forms (e.g., circles, squares, triangles) and repeat them in dance/movement sequences.</p> <p>5.2 Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.</p> <p><i>Visual Literacy</i></p> <p>5.3 Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.4 Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.</p>

Grade One

First-grade students learn to work with others, know where they live, and recognize that other people live far away. They also learn to listen when others speak, and they begin to understand the role of school in their lives.

Students have much to learn in art classes. They are expected to begin to develop the focus needed to succeed in creating and performing art. As they sing, play music, do dramatics, draw, and paint, their purpose and intent become apparent. They learn how artists in the past performed the same activities that contemporary artists continue today. By connecting the arts with other content areas, students build their vocabulary and prereading skills, such as defining the plot, predicting, summarizing, and recognizing the sequence of events in a story.



Students use locomotor movements that carry them across the room as well as axial movements of different parts of their bodies while staying in place. As they learn to vary their movements by using different degrees of force or energy, the movements become dynamic. By joining the movements, students can perform brief dance sequences with a beginning, middle, and end as in a story. They incorporate variety and patterns and find that they can express emotions in the way they move. And through folk and traditional dances, students learn more about why, when, and where people dance and how dances are similar or different.

Music



Singing and playing classroom instruments improve students' listening skills, accuracy and technique, and understanding of musical forms. By improvising simple rhythmic accompaniments and learning singing games from various cultures, students begin their creative work in music. And they focus their listening and relate to music and dance by creating and performing movements.



Theatre

Acting through facial expression, gestures, and movements alone helps students develop characters. Without prior rehearsing or scripting to improve their ability to improvise, students can create scenes. For example, they can create tableaux, which are enjoyable and provide

a useful learning experience. In that activity they perform a silent, motionless depiction of a scene from, for example, a story, a famous painting, or a moment in history. In the process they identify the cultural and geographic origins of stories.

Visual Arts







Students, working in flat, two-dimensional formats, create three-dimensional works of art, using texture and color. Along with learning the elements of art, such as line, color, shape, and texture, students describe a variety of subject matter in works of art.

For example, they can examine landscapes portrayed in early morning light or at night; seascapes on a calm or stormy day; portraits of men and women, boys and girls; and still-life compositions of objects large to small, bright to dull, and rough to smooth.







Key Content Standards Grade One

Dance	Music	Theatre	Visual Arts
 <p>1.2 <i>(Artistic Perception)</i> Perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low).</p> <p>2.3 <i>(Creative Expression)</i> Create a short movement sequence with a beginning, a middle, and an end.</p> <p>2.8 <i>(Creative Expression)</i> Work with others in a group to solve a specific dance problem (e.g., design three shapes—high, medium and low; create slow and fast movements).</p> <p>4.2 <i>(Aesthetic Valuing)</i> Describe the experience of dancing two different dances (e.g., Seven Jumps, La Raspa).</p>	 <p>2.1 <i>(Creative Expression)</i> Sing with accuracy in a developmentally appropriate range.</p> <p>2.4 <i>(Creative Expression)</i> Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.</p> <p>4.1 <i>(Aesthetic Valuing)</i> Create movements to music that reflect focused listening.</p>	 <p>1.1 <i>(Artistic Perception)</i> Use the vocabulary of the theatre, such as <i>play</i>, <i>plot</i> (<i>beginning</i>, <i>middle</i> and <i>end</i>), <i>improvisation</i>, <i>pantomime</i>, <i>stage</i>, <i>character</i>, and <i>audience</i>, to describe theatrical experiences.</p> <p>2.1 <i>(Creative Expression)</i> Demonstrate skills in pantomime, tableau, and improvisation.</p> <p>3.1 <i>(Historical and Cultural Context)</i> Identify the cultural and geographic origins of stories.</p>	 <p>2.1 <i>(Creative Expression)</i> Use texture in two-dimensional and three-dimensional works of art.</p> <p>3.2 <i>(Historical and Cultural Context)</i> Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life).</p>







Grade One Content Standards

Component Strand: 1.0 Artistic Perception

Dance Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance	Music Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music	Theatre Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre	Visual Arts Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts
<p>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.</p> <p><i>Development of Motor Skills and Technical Expertise</i></p> <p>1.1 Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).</p> <p><i>Comprehension and Analysis of Dance Elements</i></p> <p> 1.2 Perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low).</p> <p><i>Development of Dance Vocabulary</i></p> <p>1.3 Name basic locomotor and axial movements (e.g., skip, slide, stretch, roll).</p>	<p>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</p> <p><i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat).</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.2 Identify simple musical forms (e.g., phrase, AB, echo).</p> <p>1.3 Identify common instruments visually and aurally in a variety of music.</p>	<p>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p> <p><i>Development of the Vocabulary of Theatre</i></p> <p> 1.1 Use the vocabulary of the theatre, such as <i>play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.</i></p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Observe and describe the traits of a character.</p>	<p>Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p> <p><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Describe and replicate repeated patterns in nature, in the environment, and in works of art.</p> <p>1.2 Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).</p> <p><i>Analyze Art Elements and Principles of Design</i></p> <p>1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.</p>



Grade One Content Standards

Component Strand: 2.0 Creative Expression

Dance Creating, Performing, and Participating in Dance	Music Creating, Performing, and Participating in Music	Theatre Creating, Performing, and Participating in Theatre	Visual Arts Creating, Performing, and Participating in the Visual Arts
<p>Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.</p> <p><i>Creation/Invention of Dance Movements</i></p> <p>2.1 Use improvisation to discover movements in response to a specific movement problem (e.g., find a variety of ways to walk; create five types of circular movement).</p> <p>2.2 Respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).</p> <p><i>Application of Choreographic Principles and Processes to Creating Dance</i></p> <p>2.3  Create a short movement sequence with a beginning, a middle, and an end.</p> <p>2.4 Create shapes and movements at low, middle, and high levels.</p> <p>2.5 Imitate simple movement patterns.</p> <p><i>Communication of Meaning in Dance</i></p> <p>2.6 Express basic emotional qualities (e.g., angry, sad, excited, happy) through movement.</p> <p>2.7 Perform improvised movement ideas for peers.</p> <p><i>Development of Partner and Group Skills</i></p> <p>2.8  Work with others in a group to solve a specific dance problem (e.g., design three shapes—high, medium, and low; create slow and fast movements).</p>	<p>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p> <p><i>Apply Vocal and Instrumental Skills</i></p> <p>2.1  Sing with accuracy in a developmentally appropriate range.</p> <p>2.2 Sing age-appropriate songs from memory.</p> <p>2.3 Play simple accompaniments on classroom instruments.</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.4  Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.</p>	<p>Students apply processes and skills in acting, directing, designing, and script-writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.</p> <p><i>Development of Theatrical Skills</i></p> <p>2.1  Demonstrate skills in pantomime, tableau, and improvisation.</p> <p><i>Creation/Invention in Theatre</i></p> <p>2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.</p>	<p>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p> <p><i>Skills, Processes, Materials, and Tools</i></p> <p>2.1  Use texture in two-dimensional and three-dimensional works of art.</p> <p>2.2 Mix secondary colors from primary colors and describe the process.</p> <p>2.3 Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and papier mâché) to create form and texture in works of art.</p> <p><i>Communication and Expression Through Original Works of Art</i></p> <p>2.4 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.</p> <p>2.5 Create a representational sculpture based on people, animals, or buildings.</p> <p>2.6 Draw or paint a still life, using secondary colors.</p> <p>2.7 Use visual and actual texture in original works of art.</p> <p>2.8 Create artwork based on observations of actual objects and everyday scenes.</p>



Grade One Content Standards

Component Strand: 3.0 *Historical and Cultural Context*

Dance Understanding the Historical Contributions and Cultural Dimensions of Dance	Music Understanding the Historical Contributions and Cultural Dimensions of Music	Theatre Understanding the Historical Contributions and Cultural Dimensions of Theatre	Visual Arts Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
<p>Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.</p> <p><i>Development of Dance</i></p> <p>3.1 Name and perform folk/traditional dances from other countries.</p> <p>3.2 Describe aspects of the style, costumes, and music of a dance.</p> <p>3.3 List commonalities among basic locomotor movements in dances from various countries.</p> <p><i>History and Function of Dance</i></p> <p>3.4 Identify where and when people dance.</p>	<p>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p> <p><i>Role of Music</i></p> <p>3.1 Recognize and talk about music and celebrations of the cultures represented in the school population.</p> <p><i>Diversity of Music</i></p> <p>3.2 Sing and play simple singing games from various cultures.</p> <p>3.3 Use a personal vocabulary to describe voices, instruments, and music from diverse cultures.</p> <p>3.4 Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form).</p>	<p>Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p> <p><i>Role and Cultural Significance of Theatre</i></p> <p> 3.1 Identify the cultural and geographic origins of stories.</p> <p><i>History of Theatre</i></p> <p>3.2 Identify theatrical conventions, such as props, costumes, masks, and sets.</p> <p>3.3 Describe the roles and responsibilities of audience and actor.</p>	<p>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p> <p><i>Role and Development of the Visual Arts</i></p> <p>3.1 Recognize and discuss the design of everyday objects from various time periods and cultures.</p> <p> 3.2 Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life).</p> <p><i>Diversity of the Visual Arts</i></p> <p>3.3 View and then describe art from various cultures.</p> <p>3.4 Identify art objects from various cultures (e.g., Japanese screen painting, Mexican tin art, African masks) and describe what they have in common and how they differ.</p>

Grade One Content Standards

Component Strand: 4.0 Aesthetic Valuing

Dance Responding to, Analyzing, and Making Judgments About Works of Dance	Music Responding to, Analyzing, and Making Judgments About Works of Music	Theatre Responding to, Analyzing, and Critiquing Theatrical Experiences	Visual Arts Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
<p>Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.</p> <p><i>Description, Analysis, and Criticism of Dance</i></p> <p>4.1 Use basic dance vocabulary to identify and describe a dance observed or performed (e.g., shapes, levels, directions, tempo/fast-slow).</p> <p><i>Meaning and Impact of Dance</i></p> <p>4.2  Describe the experience of dancing two different dances (e.g., Seven Jumps, La Raspa).</p> <p>4.3 Describe how they communicate an idea or a mood in a dance (e.g., with exaggerated everyday gesture or emotional energies).</p>	<p>Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.</p> <p><i>Derive Meaning</i></p> <p>4.1  Create movements to music that reflect focused listening.</p> <p>4.2 Describe how ideas or moods are communicated through music.</p>	<p>Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.</p> <p><i>Critical Assessment of Theatre</i></p> <p>4.1 Describe what was liked about a theatrical work or a story.</p> <p><i>Derivation of Meaning from Works of Theatre</i></p> <p>4.2 Identify and discuss emotional reactions to a theatrical experience.</p>	<p>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p> <p><i>Derive Meaning</i></p> <p>4.1 Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).</p> <p>4.2 Identify and describe various reasons for making art.</p> <p><i>Make Informed Judgments</i></p> <p>4.3 Describe how and why they made a selected work of art, focusing on the media and technique.</p> <p>4.4 Select something they like about their work of art and something they would change.</p>



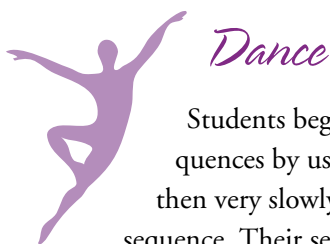
Grade One Content Standards

Component Strand: 5.0 *Connections, Relationships, Applications*

Dance Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers	Music Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers	Theatre Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers	Visual Arts Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers
<p>Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.</p> <p><i>Connections and Applications Across Disciplines</i></p> <p>5.1 Demonstrate curricular concepts through dance (e.g., growth cycle, animal movement).</p> <p>5.2 Give examples of how dance relates to other subjects (e.g., mathematics—shape, counting; language arts—beginning, middle, and end).</p>	<p>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p><i>Connections and Applications</i></p> <p>5.1 Recognize and explain how people respond to their world through music.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Describe how the performance of songs and dances improves after practice and rehearsal.</p>	<p>Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p> <p><i>Connections and Applications</i></p> <p>5.1 Apply the theatrical concept of beginning, middle, and end to other content areas. For example, act out the life cycle of a butterfly.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.</p>	<p>Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p> <p><i>Connections and Applications</i></p> <p>5.1 Clap out rhythmic patterns found in the lyrics of music and use symbols to create visual representations of the patterns.</p> <p>5.2 Compare and contrast objects of folk art from various time periods and cultures.</p> <p><i>Visual Literacy</i></p> <p>5.3 Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape/form, texture).</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.4 Describe objects designed by artists (e.g., furniture, appliances, cars) that are used at home and at school.</p>

Grade Two

Second-grade students have learned a lot. They become excited when they can connect their previous learning with something new or when they can demonstrate their expanding skills. On their own and in small groups, they are working to experiment and solve problems. Among their accomplishments may appear brightly colored bits of modeling clay fashioned into tree frogs representing a “new species” from a study of the diversity of life in the rainforest; use of chants and clapping to mathematical rhythms and use of rap music to memorize mathematical facts; a journal entry about a child’s picture that includes the following sentence: “The diagonal lines show my legs are moving.” Clearly, students are demonstrating acquired knowledge through artistic self-expression.

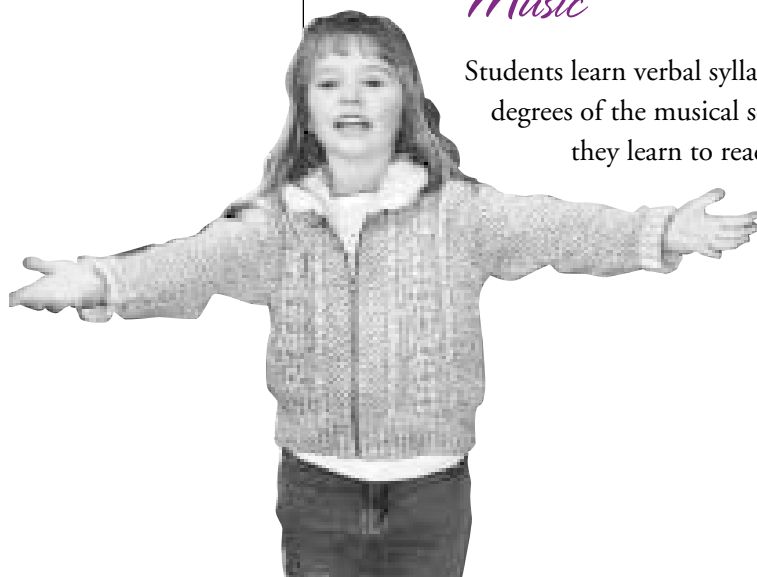


Students begin to combine dance movements into short sequences by using varied tempos and rhythms. They move fast and then very slowly, first in an \overline{AB} sequence and then in an ABA sequence. Their sequences have movements that reach high and bend down low. Naming locomotor and axial movements used in dance, they identify them in dances from various countries that they learn to perform. When they describe how movements in dance communicate ideas or moods and are alike and different, they use the dance vocabulary they are learning, such as *tempo*, *rhythm*, and *levels*. And they learn (1) that dance can benefit overall health and well being; and (2) that working with partners and groups is an important part of dance.

Music

Students learn verbal syllables, such as *sol* and *fa*, for the degrees of the musical scale, called *solfège*. In doing so, they learn to read, write, and perform simple

patterns of pitch, a process that leads to a whole world of listening to, playing, singing, and composing music.





Theatre

Students perform in group improvisations and learn theatrical games to improve their skills. In the process they develop cooperative skills and concentration and learn the vocabulary of the theatre, such as *plot*, *scene*, *sets*, *conflict*, and *script*. As students retell familiar stories and those from other cultures, they identify universal character types.





Visual Arts



Students continue to expand their understanding of the elements of art and apply them as they learn to use basic tools and art-making processes, such as printmaking and collage. They describe art objects from various cultures and time periods brought into the classroom for analysis. The objects are also analyzed by a docent from a local museum. Now students are beginning to evaluate their own work as they analyze what they intended to paint and how well they succeeded.







Key Content Standards Grade Two

Dance	Music	Theatre	Visual Arts
 <p>1.3 (<i>Artistic Perception</i>) Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting).</p> <p>3.1 (<i>Historical and Cultural Context</i>) Name and perform social and traditional dances from various cultures.</p> <p>4.2 (<i>Aesthetic Valuing</i>) Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g., ocean environment or a sad or joyous dance).</p> <p>5.2 (<i>Connections, Relationships, Applications</i>) Demonstrate language arts concepts through dance (e.g., show different punctuation marks through movement).</p>	 <p>1.2 (<i>Artistic Perception</i>) Read, write, and perform simple patterns of pitch, using solfège.</p> <p>2.4 (<i>Creative Expression</i>) Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.</p> <p>4.2 (<i>Aesthetic Valuing</i>) Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.</p>	 <p>1.1 (<i>Artistic Perception</i>) Use the vocabulary of theatre, such as <i>plot</i> (beginning, middle, and end), <i>scene</i>, <i>sets</i>, <i>conflict</i>, <i>script</i>, and <i>audience</i>, to describe theatrical experiences.</p> <p>2.1 (<i>Creative Expression</i>) Perform in group improvisational theatrical games that develop cooperative skills and concentration.</p> <p>4.1 (<i>Aesthetic Valuing</i>) Critique an actor's performance as to the use of voice, gesture, facial expression, and movement to create character.</p>	 <p>1.3 (<i>Artistic Perception</i>) Identify the elements of art objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.</p> <p>2.1 (<i>Creative Expression</i>) Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.</p> <p>3.2 (<i>Historical and Cultural Context</i>) Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.</p> <p>4.3 (<i>Aesthetic Valuing</i>) Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.</p>




Grade Two Content Standards

Component Strand: 1.0 Artistic Perception

Dance Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance	Music Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music	Theatre Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre	Visual Arts Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts
<p>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.</p> <p><i>Development of Motor Skills and Technical Expertise</i></p> <p>1.1 Show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll).</p> <p>1.2 Show a variety of combinations of axial movements (e.g., swing and balanced shapes, turn and stretch, bend and twist).</p> <p><i>Comprehension and Analysis of Dance Elements</i></p> <p> 1.3 Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting).</p> <p>1.4 Expand the ability to incorporate spatial concepts with movement problems.</p> <p><i>Development of Dance Vocabulary</i></p> <p>1.5 Name a large number of locomotor and axial movements used in dance.</p>	<p>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</p> <p><i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests.</p> <p> 1.2 Read, write, and perform simple patterns of pitch, using solfège.</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.3 Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.</p> <p>1.4 Identify simple musical forms, emphasizing verse/refrain, AB, ABA.</p> <p>1.5 Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.</p>	<p>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p> <p><i>Development of the Vocabulary of Theatre</i></p> <p> 1.1 Use the vocabulary of theatre, such as plot (beginning, middle, and end), scene, sets, conflict, script, and audience, to describe theatrical experiences.</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Use body and voice to improvise alternative endings to a story.</p>	<p>Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p> <p><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Perceive and describe repetition and balance in nature, in the environment, and in works of art.</p> <p>1.2 Perceive and discuss differences in mood created by warm and cool colors.</p> <p><i>Analyze Art Elements and Principles of Design</i></p> <p> 1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.</p>

Grade Two Content Standards

Component Strand: 2.0 Creative Expression

Dance Creating, Performing, and Participating in Dance	Music Creating, Performing, and Participating in Music	Theatre Creating, Performing, and Participating in Theatre	Visual Arts Creating, Performing, and Participating in the Visual Arts
<p>Students apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance.</p> <p><i>Creation/Invention of Dance Movements</i></p> <p>2.1 Create and improvise movement patterns and sequences.</p> <p>2.2 Demonstrate multiple solutions in response to a given movement problem (e.g., In how many ways can you travel from point A to point B?).</p> <p><i>Application of Choreographic Principles and Processes to Creating Dance</i></p> <p>2.3 Create a simple sequence of movement with a beginning, a middle, and an end, incorporating level and directional changes.</p> <p>2.4 Create shapes and movements, using fast and slow tempos.</p> <p>2.5 Develop a dance phrase that has a sense of unity.</p> <p><i>Communication of Meaning in Dance</i></p> <p>2.6 Create, memorize, and perform original expressive movements for peers.</p> <p><i>Development of Partner and Group Skills</i></p> <p>2.7 Work cooperatively in small and large groups.</p> <p>2.8 Demonstrate partner skills (e.g., imitating and leading/following).</p>	<p>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p> <p><i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing with accuracy in a developmentally appropriate range.</p> <p>2.2 Sing age-appropriate songs from memory.</p> <p>2.3 Play rhythmic ostinatos on classroom instruments.</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.4  Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.</p>	<p>Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.</p> <p><i>Development of Theatrical Skills</i></p> <p>2.1  Perform in group improvisational theatrical games that develop cooperative skills and concentration.</p> <p><i>Creation/Invention in Theatre</i></p> <p>2.2 Retell familiar stories, sequencing story points and identifying character, setting, and conflict.</p> <p>2.3 Use improvisation to portray such concepts as friendship, hunger, or seasons.</p> <p>2.4 Create costume pieces, props, or sets for a theatrical experience.</p>	<p>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p> <p><i>Skills, Processes, Materials, and Tools</i></p> <p>2.1  Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.</p> <p>2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.</p> <p><i>Communication and Expression Through Original Works of Art</i></p> <p>2.3 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.</p> <p>2.4 Create a painting or drawing, using warm or cool colors expressively.</p> <p>2.5 Use bilateral or radial symmetry to create visual balance.</p>

Grade Two Content Standards





Component Strand: 3.0 Historical and Cultural Context

Dance Understanding the Historical Contributions and Cultural Dimensions of Dance	Music Understanding the Historical Contributions and Cultural Dimensions of Music	Theatre Understanding the Historical Contributions and Cultural Dimensions of Theatre	Visual Arts Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
<p>Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.</p> <p><i>Development of Dance</i></p> <p>3.1 Name and perform social and traditional dances from various cultures.</p> <p>3.2 Explain commonalities among basic locomotor and axial movements in dances from various countries.</p> <p>3.3 Name and perform rhythms from different cultures (e.g., through clapping, stamping, using whole body movement).</p> <p><i>History and Function of Dance</i></p> <p>3.4 Describe dances seen in celebrations and community events.</p>	<p>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p> <p><i>Role of Music</i></p> <p>3.1 Identify the uses of specific music in daily or special events.</p> <p><i>Diversity of Music</i></p> <p>3.2 Sing simple songs and play singing games from various cultures.</p> <p>3.3 Describe music from various cultures.</p>	<p>Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p> <p><i>Role and Cultural Significance of Theatre</i></p> <p>3.1 Identify theatre and storytelling forms from different cultures.</p> <p><i>History of Theatre</i></p> <p>3.2 Identify universal characters in stories and plays from different periods and places.</p>	<p>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p> <p><i>Role and Development of the Visual Arts</i></p> <p>3.1 Explain how artists use their work to share experiences or communicate ideas.</p> <p>3.2 Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.</p> <p><i>Diversity of the Visual Arts</i></p> <p>3.3 Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives.</p>



Grade Two Content Standards

Component Strand: 4.0 Aesthetic Valuing

Dance Responding to, Analyzing, and Making Judgments About Works of Dance	Music Responding to, Analyzing, and Making Judgments About Works of Music	Theatre Responding to, Analyzing, and Critiquing Theatrical Experiences	Visual Arts Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
<p>Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.</p> <p><i>Description, Analysis, and Criticism of Dance</i></p> <p>4.1 Use basic dance vocabulary to name and describe a dance observed or performed (e.g., levels, rhythm patterns, type of energy).</p> <p> 4.2 Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g., ocean environment or a sad or joyous dance).</p> <p><i>Meaning and Impact of Dance</i></p> <p>4.3 Describe the similarities and differences in performing various dances (e.g., direction changes, steps, type of energy and tempo).</p>	<p>Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.</p> <p><i>Analyze and Critically Assess</i></p> <p>4.1 Use the terminology of music in discussing individual preferences for specific music.</p> <p><i>Derive Meaning</i></p> <p> 4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.</p> <p>4.3 Identify how musical elements communicate ideas or moods.</p> <p>4.4 Respond to a live performance with appropriate audience behavior.</p>	<p>Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.</p> <p><i>Critical Assessment of Theatre</i></p> <p> 4.1 Critique an actor's performance as to the use of voice, gesture, facial expression, and movement to create character.</p> <p>4.2 Respond to a live performance with appropriate audience behavior.</p> <p><i>Derivation of Meaning from Works of Theatre</i></p> <p>4.3 Identify the message or moral of a work of theatre.</p>	<p>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p> <p><i>Derive Meaning</i></p> <p>4.1 Compare ideas expressed through their own works of art with ideas expressed in the work of others.</p> <p>4.2 Compare different responses to the same work of art.</p> <p><i>Make Informed Judgments</i></p> <p> 4.3 Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.</p> <p>4.4 Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art.</p>



Indicates a key content standard for the grade level. See page 23 for information on key content standards.

Grade Two Content Standards

Component Strand: 5.0 Connections, Relationships, Applications

Dance Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers	Music Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers	Theatre Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers	Visual Arts Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers
<p>Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.</p> <p><i>Connections and Applications Across Disciplines</i></p> <p>5.1 Use literature to inspire dance ideas (e.g., poem, cartoon, nursery rhyme).</p> <p>5.2 Demonstrate language arts concepts through dance (e.g., show different punctuation marks through movement).</p> <p><i>Development of Life Skills and Career Competencies</i></p> <p>5.3 Describe how choreographers create dances.</p> <p>5.4 Describe how dancing requires good health-related habits (e.g., adequate nutrition, water, and rest; proper preparation for physical activity).</p>	<p>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p><i>Connections and Applications</i></p> <p>5.1 Identify similar themes in stories, songs, and art forms (e.g., patterns, texture).</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Identify and discuss who composes and performs music.</p>	<p>Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p> <p><i>Connections and Applications</i></p> <p>5.1 Use problem-solving and cooperative skills in dramatizing a story, a current event, or a concept from another subject area.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Demonstrate the ability to participate cooperatively in the different jobs required to create a theatrical production.</p>	<p>Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p> <p><i>Connections and Applications</i></p> <p>5.1 Use placement, overlapping, and size differences to show opposites (e.g., up/down, in/out, over/under, together/apart, fast/slow, stop/go).</p> <p>5.2 Select and use expressive colors to create mood and show personality within a portrait of a hero from long ago or the recent past.</p> <p><i>Visual Literacy</i></p> <p>5.3 Identify pictures and sort them into categories according to expressive qualities (e.g., theme and mood).</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.4 Discuss artists in the community who create different kinds of art (e.g., prints, ceramics, paintings, sculpture).</p>

Grade Three

The doors of knowledge open wide for third-grade students, offering them new possibilities through the arts. As they start thinking abstractly and their levels of perception become more sophisticated, they can describe their thoughts orally and in writing. And their increased fine motor skills help them learn all kinds of things, from cursive writing to classroom instruments. As they begin to learn about their community, they become more curious about themselves and about others. Their study of the arts leads them to gain knowledge about many different subjects. For example, excited by a walking trip through the community, they draw pictures representing landmark buildings. They also learn to dance and sing to music from their community's many cultural heritages and use their theatrical skills to explore what they imagine and to portray a character.



Dance

Students combine movement in place, movement across the room, and a sense of space and time as they sequence the movements to different tempos. By practicing to combine the various movements and the elements of dance, they create and perform original dance sequences that exhibit variety and kinesthetic and visual rhythm. For example, they learn to perform increasingly complex improvisations and movement sequences more expressively by emphasizing the dance element of force or energy. When they create dance sequences, they can identify a clear beginning, middle, and end and include a variety of shapes, movements, and levels in space. As they work to improve their own proficiency, they also create, memorize, and perform original movement sequences with a partner or a small group.

Learning to compare and contrast dances from various countries enriches students' repertoires or movements and their understanding of how dance functions in many cultures. When students evaluate the dance performance of their peers, they can use specific criteria, such as how focused the dancer was during the performance. And they can comment on how dance skills help communicate the idea and mood of the dance. As they gain experience in creating dance in collaboration with others, they learn more about the time-management, problem-solving, and self-discipline skills required for dance and determine how those skills apply to other areas of study and to careers.



Music

Students focus on rhythmic patterns, musical forms, melody, harmony, and timbre as they read, write, and perform music. Their increased listening skills help them identify those qualities in music selections, in the four families of orchestral instruments, and in male and female adult voices. By singing from memory, they improve their accuracy and create rhythmic and

melodic phrases. As students sing and play songs from diverse cultures, they can compare and contrast music from throughout the world. When they play and sing music, they are honing their ability to select and use specific criteria to judge the quality of a musical performance. Focusing on the use of the musical elements for their criteria, they can describe how the elements help the composer or performer to communicate an idea or mood in the music and can identify the use of similar elements, such as pattern and rhythm, in other art forms.



Theatre

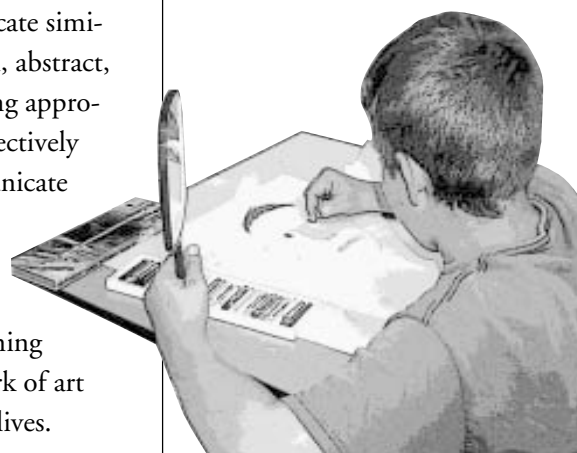
Students identify and describe important elements of theatre, such as *character, setting, conflict, motivation, props, stage areas, and blocking*. They do cooperative scriptwriting and improvisations, including determining basic blocking and stage areas, by applying their knowledge of the five Ws (who, what, where, when, and why). By dramatizing different cultural versions of similar stories from around the world, they increase their repertoire and can identify universal themes. When evaluating scripts and staging performances, they learn which criteria are appropriate. And if they like a scene in a play they are reading, they can explain how the playwright succeeded. By participating in theatrical experiences, they gain many opportunities to demonstrate their problem-solving and cooperative skills.



Visual Arts





Students increase their understanding of how to create the illusion of space and apply those techniques in their own work, allowing them to recognize near and far distances in a painting. They also compare works of art made with different media, such as watercolor or oil paint, and different art objects, such as a woodcut or computer-generated prints. Creating works of visual art based on their observations of objects and scenes, they include drawing, painting, sculpture, printmaking, and other forms of expression in their efforts. Students also become familiar with local artists and their works as well as artists throughout the state and from various parts of the world.

Students progress into analyzing how diverse works may communicate similar themes, ideas, or moods and can distinguish among representational, abstract, and nonrepresentational works of art, including developing and applying appropriate criteria for evaluation. For example, they might consider how effectively the artist used elements of art, such as line, shape, and color, to communicate a mood. In addition, students apply criteria to their own artwork and explain how it might be improved. Another activity allows students to apply their understanding of the communicative quality of the visual arts as they describe, for example, how costumes contribute to the meaning of a dance, how an artist tells a story in a figurative painting, how a work of art can be the inspiration for a poem, or how artists have affected people's lives.





Key Content Standards Grade Three

Dance	Music	Theatre	Visual Arts
 <p>1.1 <i>(Artistic Perception)</i> Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide).</p> <p>1.3 <i>(Artistic Perception)</i> Perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver).</p> <p>2.6 <i>(Creative Expression)</i> Compare and contrast the role of the performer with that of a member of the audience.</p> <p>2.8 <i>(Creative Expression)</i> Create, memorize, and perform original movement sequences with a partner or a small group.</p> <p>3.3 <i>(Historical and Cultural Context)</i> Explain the function of dance in ceremonial and social community events in Native American cultures.</p>	 <p>1.1 <i>(Artistic Perception)</i> Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.</p> <p>1.3 <i>(Artistic Perception)</i> Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.</p> <p>2.2 <i>(Creative Expression)</i> Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.</p> <p>4.3 <i>(Aesthetic Valuing)</i> Describe how specific musical elements communicate particular ideas or moods in music.</p>	 <p>1.1 <i>(Artistic Perception)</i> Use the vocabulary of theatre, such as <i>character</i>, <i>setting</i>, <i>conflict</i>, <i>audience</i>, <i>motivation</i>, <i>props</i>, <i>stage areas</i>, and <i>blocking</i>, to describe theatrical experiences.</p> <p>2.1 <i>(Creative Expression)</i> Participate in cooperative scriptwriting or improvisations that incorporate the five Ws.</p> <p>3.1 <i>(Historical and Cultural Context)</i> Dramatize different cultural versions of similar stories from around the world.</p> <p>4.1 <i>(Aesthetic Valuing)</i> Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.</p>	 <p>1.3 <i>(Artistic Perception)</i> Identify and describe how foreground, middle ground, and background are used to create the illusion of space.</p> <p>1.4 <i>(Artistic Perception)</i> Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer).</p> <p>2.4 <i>(Creative Expression)</i> Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.</p> <p>3.2 <i>(Historical and Cultural Context)</i> Identify artists from his or her own community, county, or state and discuss local or regional art traditions.</p>






Grade Three Content Standards

Component Strand: 1.0 Artistic Perception

Dance Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance	Music Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music	Theatre Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre	Visual Arts Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts
<p>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.</p> <p><i>Development of Motor Skills and Technical Expertise</i></p> <p>1.1 Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide).</p> <p>1.2 Demonstrate the ability to start, change, and stop movement.</p> <p><i>Comprehension and Analysis of Dance Elements</i></p> <p>1.3 Perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver).</p> <p>1.4 Expand the ability to incorporate spatial and time concepts in movement problems (e.g., select and combine three locomotor movements traveling in three different pathways and using three different tempos).</p> <p><i>Development of Dance Vocabulary</i></p> <p>1.5 Describe dance elements used in personal work and that of others.</p>	<p>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</p> <p><i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.</p> <p>1.2 Read, write, and perform pentatonic patterns, using solfege.</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.3 Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.</p> <p>1.4 Identify visually and aurally the four families of orchestral instruments and male and female adult voices.</p> <p>1.5 Describe the way in which sound is produced on various instruments.</p> <p>1.6 Identify simple musical forms (e.g., AABA, AABB, round).</p>	<p>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p> <p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1 Use the vocabulary of theatre, such as character, setting, conflict, audience, motivation, props, stage areas, and blocking, to describe theatrical experiences.</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Identify who, what, where, when, and why (the five Ws) in a theatrical experience.</p>	<p>Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p> <p><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Perceive and describe rhythm and movement in works of art and in the environment.</p> <p>1.2 Describe how artists use tints and shades in painting.</p> <p>1.3 Identify and describe how foreground, middle ground, and background are used to create the illusion of space.</p> <p>1.4 Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer).</p> <p><i>Analyze Art Elements and Principles of Design</i></p> <p>1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.</p>




Grade Three Content Standards

Component Strand: 2.0 Creative Expression

Dance Creating, Performing, and Participating in Dance	Music Creating, Performing, and Participating in Music	Theatre Creating, Performing, and Participating in Theatre	Visual Arts Creating, Performing, and Participating in the Visual Arts
<p>Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.</p> <p><i>Creation/Invention of Dance Movements</i></p> <p>2.1 Create and perform complex improvised movement patterns, dance sequences, and studies.</p> <p>2.2 Improvise and select multiple possibilities to solve a given movement problem (e.g., find four different ways to combine a turn, stretch, and jump).</p> <p><i>Application of Choreographic Principles and Processes to Creating Dance</i></p> <p>2.3 Create a sequence that has a beginning, a middle, and an end. Name and refine the parts of the sequence.</p> <p>2.4 Create a wide variety of shapes and movements, using different levels in space.</p> <p><i>Communication of Meaning in Dance</i></p> <p>2.5 Perform dances to communicate personal meaning, using focus and expression.</p> <p>2.6  Compare and contrast the role of the performer with that of a member of the audience.</p> <p><i>Development of Partner and Group Skills</i></p> <p>2.7 Demonstrate a variety of partner skills (e.g., imitation, leading/following, mirroring).</p> <p>2.8  Create, memorize, and perform original movement sequences with a partner or a small group.</p>	<p>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p> <p><i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing with accuracy in a developmentally appropriate range.</p> <p>2.2  Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.</p> <p>2.3 Play rhythmic and melodic ostinatos on classroom instruments.</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.4 Create short rhythmic and melodic phrases in question-and-answer form.</p>	<p>Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.</p> <p><i>Development of Theatrical Skills</i></p> <p>2.1  Participate in cooperative scriptwriting or improvisations that incorporate the five Ws.</p> <p><i>Creation/Invention in Theatre</i></p> <p>2.2 Create for classmates simple scripts that demonstrate knowledge of basic blocking and stage areas.</p>	<p>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p> <p><i>Skills, Processes, Materials, and Tools</i></p> <p>2.1 Explore ideas for art in a personal sketchbook.</p> <p>2.2 Mix and apply tempera paints to create tints, shades, and neutral colors.</p> <p><i>Communication and Expression Through Original Works of Art</i></p> <p>2.3 Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.</p> <p>2.4  Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.</p> <p>2.5 Create an imaginative clay sculpture based on an organic form.</p> <p>2.6 Create an original work of art emphasizing rhythm and movement, using a selected printing process.</p>




Grade Three Content Standards

Component Strand: 3.0 *Historical and Cultural Context*

Dance Understanding the Historical Contributions and Cultural Dimensions of Dance	Music Understanding the Historical Contributions and Cultural Dimensions of Music	Theatre Understanding the Historical Contributions and Cultural Dimensions of Theatre	Visual Arts Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
<p>Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.</p> <p><i>Development of Dance</i></p> <p>3.1 Describe commonalities among and differences between dances from various countries.</p> <p>3.2 Describe and demonstrate ceremonial and folk/traditional dances that show work activities (e.g., harvesting, fishing, weaving).</p> <p><i>History and Function of Dance</i></p> <p> 3.3 Explain the function of dance in ceremonial and social community events in Native American cultures.</p> <p>3.4 Describe how costumes and shoes influence dance movement.</p> <p><i>Diversity of Dance</i></p> <p>3.5 Name and demonstrate dances of Native Americans.</p>	<p>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p> <p><i>Role of Music</i></p> <p>3.1 Identify the uses of music in various cultures and time periods.</p> <p><i>Diversity of Music</i></p> <p>3.2 Sing memorized songs from diverse cultures.</p> <p>3.3 Play memorized songs from diverse cultures.</p> <p>3.4 Identify differences and commonalities in music from various cultures.</p>	<p>Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p> <p><i>Role and Cultural Significance of Theatre</i></p> <p> 3.1 Dramatize different cultural versions of similar stories from around the world.</p> <p><i>History of Theatre</i></p> <p>3.2 Identify universal themes in stories and plays from different periods and places.</p>	<p>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p> <p><i>Role and Development of the Visual Arts</i></p> <p>3.1 Compare and describe various works of art that have a similar theme and were created at different time periods.</p> <p> 3.2 Identify artists from his or her own community, county, or state and discuss local or regional art traditions.</p> <p>3.3 Distinguish and describe representational, abstract, and nonrepresentational works of art.</p> <p><i>Diversity of the Visual Arts</i></p> <p>3.4 Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery (e.g., puppets, masks, containers).</p> <p>3.5 Write about a work of art that reflects a student's own cultural background.</p>

Grade Three Content Standards

Component Strand: 4.0 Aesthetic Valuing

Dance Responding to, Analyzing, and Making Judgments About Works of Dance	Music Responding to, Analyzing, and Making Judgments About Works of Music	Theatre Responding to, Analyzing, and Critiquing Theatrical Experiences	Visual Arts Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
<p>Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.</p> <p><i>Description, Analysis, and Criticism of Dance</i></p> <p>4.1 Name specific criteria to assess the quality of a dance performance of peers (e.g., focus, level of personal involvement, physical control).</p> <p>4.2 Explain and demonstrate what it means to be a good audience member.</p> <p><i>Meaning and Impact of Dance</i></p> <p>4.3 Explain how a performer's dance skills contribute to communication of ideas and moods when performing a dance (e.g., focus, strength, coordination).</p>	<p>Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.</p> <p><i>Analyze and Critically Assess</i></p> <p>4.1 Select and use specific criteria in making judgments about the quality of a musical performance.</p> <p><i>Derive Meaning</i></p> <p>4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.</p> <p>4.3  Describe how specific musical elements communicate particular ideas or moods in music.</p>	<p>Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.</p> <p><i>Critical Assessment of Theatre</i></p> <p>4.1  Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.</p> <p><i>Derivation of Meaning from Works of Theatre</i></p> <p>4.2 Compare the content or message in two different works of theatre.</p>	<p>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p> <p><i>Derive Meaning</i></p> <p>4.1 Compare and contrast selected works of art and describe them, using appropriate vocabulary of art.</p> <p><i>Make Informed Judgments</i></p> <p>4.2 Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them.</p> <p>4.3 Select an artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities.</p>
			

Grade Three Content Standards

Component Strand: 5.0 Connections, Relationships, Applications

Dance Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers	Music Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers	Theatre Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers	Visual Arts Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers
<p>Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.</p> <p><i>Connections and Applications Across Disciplines</i></p> <p>5.1 Explain relationships between dance elements and other subjects (e.g., spatial pathways—maps and grids; geometric shapes—body shapes).</p> <p>5.2 Describe how dancing develops physical and mental well-being (e.g., control, flexibility, posture, strength, risk taking).</p> <p><i>Development of Life Skills and Career Competencies</i></p> <p>5.3 Explain how the time management, problem solving, and self-discipline skills required for composing a dance apply to other school activities.</p> <p>5.4 Give examples of ways in which the activities of professionals in the performing arts are similar to each other (e.g., observing discipline, practicing skills, rehearsing performances).</p>	<p>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p><i>Connections and Applications</i></p> <p>5.1 Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Identify what musicians and composers do to create music.</p>	<p>Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p> <p><i>Connections and Applications</i></p> <p>5.1 Use problem-solving and cooperative skills to dramatize a story or a current event from another content area, with emphasis on the five Ws.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.</p>	<p>Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p> <p><i>Connections and Applications</i></p> <p>5.1 Describe how costumes contribute to the meaning of a dance.</p> <p>5.2 Write a poem or story inspired by their own works of art.</p> <p><i>Visual Literacy</i></p> <p>5.3 Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.4 Describe how artists (e.g., architects, book illustrators, muralists, industrial designers) have affected people's lives.</p>